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DASH ONE

A GUIDE TO CADET TRAINING AND DEVELOPMENT

1989–1990

United States Air Force Academy, Colorado

COMMANDANT OF CADETS

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DASH ONE - CADET TRAINING MANUAL

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INTRODUCTION

HOW TO USE THE DASH ONE

The Dash One integrates and standardizes cadet training. It is directive and is the source document for USAFA training procedures and training philosophy. It is designed as a worker's manual. Some areas apply to all classes all the time and some sections apply only to a single class at specific times.

All Cadets: Chapter 1 presents USAFA training philosophy. It tells why we train the way we do and it shows how cadet training directly supports the overall Academy mission. It also describes various Academy training programs and the tenets of duty--those time-honored professional qualities practiced by successful military leaders.

Upper-Class Cadets: Chapter 2 shows how to plan, organize, conduct and evaluate training sessions. It contains a brief eight-step approach to designing effective training. More importantly it identifies the four approved Academy training categories and gives approved procedures. Finally, it covers evaluation methods and approved procedures of preparing and administering tests.

Upper-Class Cadets: Chapter 3 is the "application" chapter and focuses primarily on how to conduct training and give proper consequences. It is important because it lists approved USAFA consequences and shows how to properly apply or recommend them for subordinates.

First Class Cadets: Chapter 4 addresses first class cadet training. It presents their goals and overall general responsibilities.

Second Class Cadets: Chapter 5 focuses on second class cadet training. It discusses specific second class NCO and training responsibilities. It also spells out training milestones and lists specific third and fourth class training duties.

Third Class Cadets: Chapter 6 is the third class cadet training program and, similar to the first and second class, spells out their training objectives, individual responsibilities and milestones. More importantly, it addresses the OJT program and its training milestones.

All Cadets: The final chapter, Chapter 7, covers the fourth class cadet training program. Again the objectives, milestones and individual fourth class cadet responsibilities are listed. However, this chapter is important to all cadets because it spells out training milestones and requirements for the fourth class. It covers all phases of fourth class training and how to conduct it.

Note that specific topics are listed in the table of contents. Know what is specific to your class, but also be familiar with all areas so you can properly fulfill your training duties and accurately support the overall Academy training mission.

CHAPTER 1

TRAINING PHILOSOPHY AND GUIDELINES

1-1. General: This manual describes the Air Force Academy cadet training program. It integrates the formal Professional Military Training Program (PMT) with informal cadet training responsibilities to overall support the Academy training mission. It is directive and applies to all four cadet classes. All training activities will be conducted under Academy Training Philosophy principles. The foundation of cadet training is the USAFA mission statement.

1-2. Air Force Academy Mission:

TO PROVIDE INSTRUCTION AND EXPERIENCE TO ALL CADETS SO THAT THEY GRADUATE WITH THE KNOWLEDGE AND CHARACTER ESSENTIAL TO LEADERSHIP AND THE MOTIVATION TO BECOME CAREER OFFICERS IN THE UNITED STATES AIR FORCE.

a. The aim of the United States Air Force Academy is to produce officers who exemplify leadership ability, strong character, a sense of duty, excellent physical fitness, sound intellectual ability, a sense of integrity and, above all, motivation to serve their country.

1-3. USAFA Education and Training Methods: To achieve the aim of the Academy mission, the Academy uses several interdependent methods of education and training through four major mission elements--military, academic, athletic and spiritual. The military mission element has five sub-elements:

a. Professional Military Studies (PMS) builds a foundation in military professionalism, force employment, doctrine and theory cadets will need as career officers.

b. Professional Military Training (PMT) teaches the specific professional skills necessary to function as cadet leaders in the Academy environment and as officers in the operational Air Force.

c. Cadet training in each squadron allows cadets to practice the leadership and followership skills learned in the classroom.

d. Honor, ethics and duty education helps cadets develop the character and integrity essential to a professional officer.

e. Summer training programs provide concentrated military training, leadership opportunities and exposure to the operational Air Force.

f. Although all training sub-elements support the Academy training mission, this manual focuses primarily on the interconnected methods of PMT and cadet training. Both PMT and cadet training are aimed at developing cadets and officers who display specific tenets of duty.

1-4. Tenets of Duty: A cadet should strive for excellence and exemplify the values and key characteristics of someone dedicated to the unit's mission and its people. He or she should perform well in leadership and followership positions, positively influence the squadron, improve fellow cadets' individual abilities and meet or exceed Air Force standards. The exceptional performer strives to motivate squadron members to work to their potential, tackle tough jobs, be competitive and implement improvements. Professional officer development occurs when cadets perform to their best ability in individual as well as group tasks.

a. Individual performance: To excel the most as an individual, each cadet should strengthen professional values of honor, duty, service, self-discipline, commitment and selflessness; improve personal officership skills; maintain top physical fitness; achieve academic and military excellence; seek personal excellence through personal achievements; and, graduate prepared and ready to serve as an officer in the United States Air Force.

b. Performance as a squadron member: In addition to striving for individual excellence, each cadet is obligated to apply his or her personal skills to aid the squadron. Each cadet should seek and accept leadership and followership responsibilities; help develop squadron goals and objectives which support the Academy mission; loyally support appointed leaders, subordinates and peers as they support the squadron mission; and subordinate his or her individual goals to those of the squadron.

1-5. Cadet Training: Cadet training provides opportunities for each cadet to fulfill personal and group tenets of duty through day-to-day squadron responsibilities. The squadron mission is the focus of cadet training.

a. CADET SQUADRON MISSION: TO TRAIN TO ACHIEVE MILITARY, ACADEMIC AND ATHLETIC EXCELLENCE AND TO DEVELOP WITHIN EACH CADET THE PROFESSIONAL ATTITUDES AND ABILITIES THAT HE OR SHE WILL NEED TO EXCEL AS AN OFFICER.

b. Squadron mission elements: Squadron training provides each class both opportunities and skills to carry out the squadron mission. First class cadets have overall responsibility for squadron training whether military, academic, or athletic.

(1) Military: Each squadron should develop specific training programs for all classes which will help each cadet achieve military excellence and develop necessary officership skills. Squadron programs may include military current events bulletin boards, aircraft identification pictures, war memorabilia, squadron murals and heritage, and squadron military awards. Programs may also include talks with junior and senior officers, NCOs, visits from technical specialists and trips. Programs should include military drill, inspections and ceremonies. By stressing high military standards and goals and by actively accomplishing military training objectives, a squadron can best prepare its members for commissioned service.

(2) Academics: Squadron training programs which can enhance academic excellence include a tutor program, conducting "how to study" sessions, providing "testmanship" guidance and helping with academic time management. Other areas include academic atmosphere monitors, checking lighting and physical facilities, a squadron late-lights policy and a Weekend Academic Call to Quarters program. Additionally, element leaders can counsel cadets having academic difficulties, visit instructors and review element members' study programs and planning calendars. The squadron can emphasize extra instruction, use ACQ as "quality" study time and recognize individual academic excellence.

(3) Athletics: Training areas which can improve squadron athletic excellence include setting goals and objectives for each sport and practice, conducting chalk talks to discuss rules and strategy and critiquing each practice or intramural contest. Areas which contribute to physical excellence could include individual and squadron physical fitness programs, a squadron running club, intra-flight physical fitness competition, a squadron athletic event, or a practice Physical Fitness Test. To encourage physical competitiveness a squadron might consider play-offs for team positions, one-on-one skills development sessions, developing scouting checklists and scouting opponent teams. Additionally, squadron intramural awards can recognize "most valuable players," team captains and most improved or most inspirational players.

CHAPTER 2

PLANNING, ORGANIZING, CONDUCTING AND EVALUATING TRAINING

2-1. General: According to the Academy Training Philosophy (ATP), once expectations are set, the supervisor must then provide the skills subordinates need to accomplish mission expectations. This chapter explains methods available for training and teaching subordinates their needed skills.

2-2. Role of Professional Military Training (PMT) and Cadet Training in Teaching Skills:

a. PMT formally teaches the knowledge and skills necessary to excel as an officer, whereas cadet training provides opportunities to practice and apply them.

b. PMT lessons focus on military knowledge, leadership and supervisory skills, communication and instruction skills, and officer transition knowledge. Upper-class cadets and officers share responsibility for the effectiveness and administration of the PMT program which is governed by AFCWR 50-1.

c. Cadet training provides an application opportunity for using PMT topics in the squadron environment. Cadet training includes drill and ceremonies, personal appearance, room standards, command and control, and other military training skill areas. Fourth class cadets learn the basic Air Force customs and courtesies and disciplined followership. Third class cadets learn to be self-initiated teammates in squadron activities and positive role models. Second class cadets develop leadership skills and provide first line supervision. Finally, first class cadets retain responsibility for training and lead the squadron members to mission accomplishment.

2-3. The Eight-Step Training Process: The eight-step training process is highly effective for teaching concepts and skills. It can take moments, or for complex skills and concepts, require several days.

a. Determine what training is needed: Examine the mission requirements and people's present skills to determine specific training needs. Determine what skills are needed to accomplish the mission and identify relevant, realistic training.

b. Determine the proper training method: Determine which method--lecture, movie, demonstration-performance, self-study, etc.--best accomplishes the objectives.

c. Motivate the learner to learn: Set clear expectations and appeal to the trainees' needs. Show the importance and relevance and make the training fun and challenging.

d. Teach the skills or concept: Enthusiastically teach the material using the best method and proper teaching aids.

e. Ensure trainees adequately practice the skill or demonstrate the concept: Question trainees (adequate), have trainees discuss and explain (better), or have trainees perform and explain (best).

f. Ensure each trainee applies the skill or concept: Application may occur at a different time than the formal teaching phase, nevertheless ensure each trainee gets an opportunity to use the skill.

g. Evaluate each trainee's mastery of the skill or concept: Evaluate through observation during the application step. Reteach as necessary. Use clear criteria and document completed training as required.

h. Follow up and give feedback and consequences: Share results with the trainee. Give feedback and consequences to reinforce the training.

2-4. Training Categories and Approval Procedures: All USAFA training must fit and be conducted within one of four categories--initial training, military extra instruction, additional training, or remedial training. All but remedial training may be conducted in a group or one-on-one. Remedial training is a negative consequence and must be conducted by no more than one supervisor per subordinate. All training will fall within the guidelines established by wing staff.

a. Initial Training:

(1) Purpose/Description: Initial training provides the minimum basic skills needed to meet the supervisor's expectations and accomplish the mission. It is designed to teach skills, knowledge and concepts for the first time.

(2) General procedures: Authorized upper-class cadets conduct initial training during designated periods. If training is required for individuals outside the chain of command, it must be coordinated with and approved by the individual's supervisor.

(3) Approval procedures: Approval for initial training is designated within each class training program.

b. Military Extra Instruction (MEI):

(1) Purpose/Description: Military extra instruction is designed to provide further training, practice, or instruction in a specific military skill. It is positive in nature (in contrast to remedial training) and designed solely to improve an individual's skill. It is appropriate for individuals who have not mastered a skill within normal initial training time, but due to factors other than poor attitude or lack of willingness.

(2) General procedures: Any cadet can request MEI from the appropriate level/position in the chain of command. For example, a third class cadet who is experiencing difficulty with specific CCQ procedures may request MEI from the first sergeant. Since MEI shows a person's willingness to improve, document significant MEI on the AFCW Form 6 or 76.

(3) Approval procedures: MEI may be either recommended by a supervisor or requested by a subordinate. When recommended, the supervisor should offer a convenient time and opportunity. The supervisor, normally the element leader, conducts MEI or, if job specific, by an individual skilled in that job or position.

c. Additional Training:

(1) Purpose/Description: Additional training gives supervisors opportunities to conduct training (not regularly scheduled by any other source) which supplements PMT and cadet training. Examples include guest speakers, movies, additional military topics, supplemental readings, group discussions, quizzes and physical training. Additional training may be used only when subordinates have achieved or exceeded minimum training standards and need new challenges (growth).

(2) General/Approval procedures: Paragraph 2-3, training process, must be followed. Additionally, the following must be complied with:

(a) Concept phase. The cadet training officer will outline the proposed training and forward it through the squadron commander to the AOC. Both the squadron commander and AOC must approve the concept and concur that the proposed training supports mission requirements and is within the guidelines specified by CWI, CWD, ATP and wing staff. The cadet training officer must call/talk with CWITT for current guidelines.

(b) Planning phase. The cadet training officer will supervise development of the concept to include content, timing, procedures, participants, command and control, and follow-up efforts as necessary.

(c) Approval. The AOC and squadron commander will approve/disapprove the training package. The squadron commander will prebrief the group commander and then brief the training results. The group commander will inform the wing commander and both must keep their training staffs informed. The cadet training officer will provide results to training staffs and to CWITT for continuity/ historical records and for possible use by other squadrons.

d. Remedial Training:

(1) Purpose/Description: Remedial training is a negative consequence designed to improve below standard effort or attitude. It applies to any deficient cadet in any class. It is directive in nature and is generally more intense than other training. It is appropriate for deficiencies in any military skill, cadet job, or duty. However, it must not be used if poor performance resulted from incomplete training or incomplete directions. The recipient must understand remedial training resulted from his or her deficient effort or attitude.

(2) General procedures: Remedial training is appropriate when a cadet willfully fails to perform up to previously demonstrated standards. No more than one supervisor per subordinate will conduct this training. Factors outside the individual's control, such as illness, must not be influencing performance. Poor performance must be because the individual chooses not to perform. Use ATP for negative feedback and consequences.

(3) Approval procedures: Remedial training may be directed by any cadet in a direct supervisory position but will be the responsibility of the element leader. Third class cadets may conduct remedial training only after ATP and OJT training, only for cadets in their element and only with prior element leader approval. In this case, element leaders will not conduct remedial training but will observe. If remedial training is job specific, it will be conducted by the appropriate cadet officer with prior coordination and follow up through the element leader. Element leaders will keep the chain of command informed and document the remedial training--type, date, instructor--on the cadet's AFCW Form 6 or 76. Recurring remedial training requires closer supervision and additional documentation, such as a USAFA Form 30.

2-5. Evaluation and Follow-up Efforts: After any training is complete, determine the level of learning which took place and level of objective achievement. If evaluation results show more training is needed, follow up with MEI or additional training. But if results show people did not perform well because they chose not to, then follow up with feedback and consequences for negative performance, such as remedial training. The following are approved training evaluations:

a. Professional Competency Evaluations (PCE): Each cadet must successfully pass each PCE for his or her class. The Professional Military Training Branch (CWITT) administers the PCEs in accordance with AFCWR 50-1. PCEs are graduation requirements.

b. Fourth Class Professional Military Training Study Guide Weekly Review:

(1) Purpose/Description: The Fourth Class Professional Military Training Study Guide weekly review enables the element leader to discuss and evaluate a fourth class cadet's performance and comprehension of weekly knowledge requirements. The review reinforces a fourth class cadet's knowledge and provides a means of standardizing knowledge requirement accomplishment across the squadron. The Fourth Class Professional Military Training Study Guide provides the specific knowledge fourth class cadets are required to know for each week. Fourth class cadets may not be held responsible for any other knowledge except that particular week's knowledge in the Fourth Class Professional Military Training Study Guide, checkpoints and current significant world and military events.

(2) General procedures: The element leader must conduct a Fourth Class Professional Military Training Study Guide weekly review with each of the fourth class cadets in his or her element prior to 1700 each Friday. The element leader will determine if the fourth class cadet has demonstrated sufficient knowledge of the weekly material through a 10-15 minute discussion. The element leader may use inputs from third class cadets, including grade cards, but these inputs must not be used in lieu of a review. The element leader will document the review on the AFCW Form 76, and if appropriate, recommend military extra instruction or remedial training to correct substandard performance. Both the element leader and fourth class cadet will initial the Form 76 IAW AFCWR 50-1.

c. Formal Fourth Class Professional Military Training Study Guide Review (Knowledge Bowl):

(1) Purpose/Description: To evaluate and provide performance feedback on PMT materials to the training staff and to provide healthy competition for fourth class cadets. In addition, it provides an opportunity to build squadron esprit de corps and leadership.

(2) General procedures: These formal reviews are conducted through CWITT and are held no more than once per month. Fourth class cadet preparation time for the formal Fourth Class Professional Military Training Study Guide (knowledge bowl) must be strictly limited to Fourth Class Professional Military Training Study Guide lesson preparation periods in the weekly training schedule. No practice reviews are authorized, including voluntary and spontaneous reviews. CWITT will provide specific guidelines and dates for each review with CWI and CWD coordination through the Fourth Class Training Committee. Wing training staff will coordinate questions through CWITT and conduct the reviews. Element leaders will monitor the formal reviews and document proficiency on fourth class cadets' AFCW Forms 76.

d. Personal Appearance Inspection:

(1) Purpose/Description: These inspections determine if a cadet understands and is able to apply Air Force dress and hygiene standards. They also help determine the condition of cadet uniforms. Personal appearance inspections evaluate a cadet's appearance to include shoes, uniform, hair and military bearing.

(2) General procedures: Cadets must be certified or be undergoing OJT with a supervisor before being allowed to conduct a personal appearance inspection. Inspectors must set the example by being neat and well groomed and by maintaining proper military bearing.

(3) Approval procedures: Cadets in the direct chain of command, beginning with the element leader, must approve a formal personal appearance inspection. Only cadets in the subordinate's chain of command will conduct the inspection. This does not prevent any cadet from making on-the-spot uniform corrections nor does it include stan/eval inspections. All cadets are obligated to make on-the-spot corrections and recognitions.

e. Room Inspection:

(1) Purpose/Description: Room inspections determine if government quarters and equipment are in good repair and clean and orderly. An inspection may be either Additional Morning Inspection (AMI) or Additional Saturday Morning Inspection (SAMI). Both are covered in AFCWR 537-9.

(2) General procedures: Inspectors must be certified and authorized to perform inspections. Inspectors must review the regulation inspection checklist. Use the same standards for all classes. Look for safety, sanitation, security problems and serviceability. Issue an AFCW Form 10, Report of Conduct, for deficient or excellent rooms. Follow up to ensure discrepancies are corrected. Forward all results to the element leader by 1700 each Friday. Inputs are documented on the AFCW Form 6 or 76.

(3) Approval procedures: The squadron commander approves room inspection procedures. In the event of inter-squadron rooms, inspection procedures must be approved through both chains of command.

2-6. Certification: Certification ensures people are qualified in concepts and skills before they are asked or required to apply them. In the certification process the learner is taught, practices the skill, is evaluated on it and then certified as qualified to use it. However, authorization to use the skill may not occur simultaneously with certification. Certification ensures standardization, high quality personnel and accuracy. It is used extensively in the operational Air Force, in areas such as emergency war order certification and operations certification.

a. A person can also be decertified. Any certifying official (element leader) can decertify a subordinate if performance becomes unsatisfactory, is unsafe, or significantly violates certification standards. Decertification can only apply to the specific certified areas. Once decertified, a cadet is prohibited from performing those previously certified tasks or duties. The cadet must then be immediately entered into a remedial training program and be recertified. If he or she fails remedial training and recertification, aptitude probation may be warranted.

b. Recertification follows the same procedures as for remedial training (paragraph 2-4d). Additionally, you will reaccomplish certification procedures. Document recertification on the AFCW Form 6 or 76.

2-7. Training Abuses: The following outlines prohibited training:

a. Training that does not fall within wing staff guidelines and this manual.

b. Training conducted outside of predesignated periods (paragraph 2-8) and established limits.

c. Training conducted without proper chain of command authority or certification.

d. Training which demeans, ridicules, or degrades a person's self-worth and which does not focus on specific observable behaviors.

e. Conducting additional training, military extra instruction, or remedial training without proper authority or procedures.

f. Remedial training conducted with more than one supervisor per subordinate, by uncertified cadets, cadets outside the chain of command, and/or without element leader coordination.

g. Holding fourth class cadets responsible for more knowledge than checkpoints, significant military and world current events and Fourth Class Professional Military Training Study Guide requirements.

h. Using physical activity as a negative consequence for other than physical activity training.

i. Touching a subordinate without his or her permission.

j. Training tables. No meal tables will be set up with the intent of "training" fourth class cadets. Remedial training at meal tables is prohibited. Each table commandant will ensure fourth class cadets have ample opportunity for complete meals, including dessert.

2-8. Approved Training Periods: Approved training periods do not limit routine day-to-day supervisor actions or chain of command administration. Specifically, negative consequences up to and including unfavorable documentation, and positive consequences up to and including favorable documentation (see Fig 3-1), are considered "routine" supervisor actions. These actions take less than 5 minutes and fulfill ATP immediate feedback and consequences guidelines. For example, if a fourth class cadet must be reprimanded (in private) for below standard effort at the noon meal, the element leader may direct him or her to report around at the first available time but not to conflict with other duties. Training (except for remedial training) is not a negative consequence and must be conducted during the approved training periods. Remedial training and other consequences must also be given during these approved periods due to their time requirements, approval procedures and chain of command responsibilities. The following are the only approved times for training:

a. Morning Cadet Activity Time. Release from night call to quarters until squadron assembly, 0600-0710, but not to interfere in any way with chapel or graded reviews.

b. Before assembly for the noon meal formation, 1150-1210.

c. Before "take seats" at meals. During meals significant world and military current events may be discussed, but not to interfere with a complete meal. Contrails knowledge is not authorized after "take seats."

d. Available M-5 periods. Training must not interfere with lesson prep, any PMT lesson, or scheduled AOC time activities.

e. Friday after classes, 1600 to 1700, but not to interfere with retreat or intercollegiate athletics.

f. Mutually agreed upon times (excluding academic call to quarters and night call to quarters).

g. Training Saturdays.

h. Squadron Activity Time. One night a week, either Tuesday, Wednesday, or Thursday, 1930-2000, as scheduled by the squadron.

i. Other times as approved through chain of command and scheduling committee action.

CHAPTER 3

FOLLOW-UP AND CONSEQUENCES

3-1. General: This chapter lists Academy-approved consequences for both good and poor performance and outlines the approved application procedures. People do not stay at the skill level at which they are taught. Performance drifts. Effective supervisors monitor this drift and by using proper feedback and consequences, correct performance which drifts below acceptable standards.

3-2. Determine The Objective--Extra Training or Discipline? Achieving goals involves two interrelated components: the ability to do the task (SKILL) and the motivation to apply that ability (WILL). Problems result when either or both are lacking. Since approaches to SKILL problems differ from those used to solve WILL problems, the trainer must accurately assess which problem exists. This is difficult since most training deficiencies involve elements of both SKILL and WILL.

a. A SKILL problem probably exists if any of these conditions exist: The trainee did not know what was expected. The trainee had inadequate preparation time. Previous training was inadequate. The trainee has not correctly performed the task before.

b. A WILL problem exists if the conditions to a SKILL problem are absent but these conditions exist: Other performance areas, such as academics or athletics are low. Personal problems are influencing motivation or performance. Attitude towards the Academy and commissioned service has deteriorated. The trainee resents the trainer.

c. SKILL and WILL problems are often interrelated. Failure resulting from a lack of SKILL results in less motivation to perform in the future. This failure is self-reinforcing and erodes both ability and willingness to perform. Conversely, success breeds success. Trainers should reinforce successes.

3-3. Select Proper Consequence: Figure 3-1 (page 20) illustrates a model for determining appropriate supervisory actions. The diagonal line represents a spectrum of performance from absolutely superior (top right hand corner) to definitely deficient (lower left hand corner). Along the lines are consequences appropriate to that level of performance. The area above the diagonal line indicates actions for SKILL situations, the area below the diagonal line indicates actions for WILL situations. The middle of the performance scale represents a cadet who meets standards. This model does not imply rigid step-by-step progression. For example, favorable written information is not necessary before a trophy can be presented to a top athlete. Similarly, a verbal correction is not appropriate for the first disobedience of a direct order. The appropriate action should improve performance. If not, the next progressive action should. The scale is not open-ended, however, and every individual has a point where progression ends. The bottom end of the scale indicates a point at which a cadet should be dismissed.

3-4. Giving Feedback and Applying Consequences: Review Applying the Academy Training Philosophy for giving feedback and applying consequences properly.

a. Confront individuals and give feedback: Watch for both above and below standard performance, confront it, and give feedback. Directly observe subordinates or seek feedback from other supervisors and the subordinates.

b. Document both above and below standard performance: Document and track specific performance on each subordinate. Documentation is a legal record and also helps keep the chain of command informed. Use AFCW Forms 10, 30, 6 or 76 as appropriate.

c. Give consequences according to proper authority: Figure 3-1 lists the categories of approved consequences at USAFA. All cadets are obligated to administer appropriate consequences. If not in the direct chain of command, or if lacking proper administration authority, each cadet is still responsible for making a verbal correction and recommending an appropriate consequence to the proper authority. Most effective consequences are not administered by the observing individual, but are reported up the chain to the proper authority. Most people are quick to take credit for recommending a positive consequence but are reluctant to take responsibility for recommending a negative consequence. Supervisors must do both.

d. Follow up on consequences: Most of a consequence's effectiveness results from proper administration. Ensure consequences are carried out. If consequences are not approved, inform the subordinate why not. In addition, do not back off in imposing a consequence even though it may "come down" after performance has again improved or decreased. Backing off undermines your long-term effectiveness. This is a danger trap experienced by many Air Force supervisors because results from recommended consequences are often not immediate. Be persistent and follow through.

3-5. Above Standard Performance--Feedback and Consequences: All supervisors must know and use techniques to improve performance beyond the minimum standard. Feedback and rewards for above standard performance cause people to seek their upper limits and contribute to effective mission accomplishment. Additionally, a stronger commitment and duty concept are built. By giving feedback and rewards, the supervisor reconfirms that what the subordinates are doing is important.

a. Verbal Praise:

(1) Purpose/Description: Reinforces standards or above standard performance and shows supervisor commitment to subordinates. Verbal praise is oral positive feedback describing specific behavior which exceeds standards. It includes on-the-spot recognition, pat on the back and a personal visit by the supervisor to say thank you. Probably 80% of all positive consequences is verbal praise or verbal praise plus documentation.

(2) General procedures: Give feedback for positive performance. Use INPUT +. Recognize in public.

(3) Authority: All cadets at any time and place must give verbal praise when it is warranted by performance.

b. Public Recognition:

(1) Purpose/Description: The same as verbal praise, but a more positive and powerful tool. It reinforces group expectations, supervisor commitment and mission importance. It may be directed at one person or at a group. Appropriate in element, flight or squadron formation, or at a squadron social function.

(2) General procedures: The same as for verbal praise. Document in training reports. Avoid telling poor performers to be like the individual who is doing well. Instead, describe the specific good behaviors.

(3) Authority: All cadets. Normally more effective if given by a person in a supervisory position.

c. Favorable Written Information:

(1) Purpose/Description: Documents good performance and serves as a vehicle for informing people up the chain. It shows the supervisor is sincere and willing to take time to put it in writing. Types of favorable written information include AFCW Form 10, AFCW Form 30, training comments on the AFCW Forms 6 and 76, evaluation results and formal letters of appreciation.

(2) General procedures: The same as for verbal praise. Give the positive feedback verbally--the consequence is the written documentation. Submit at the appropriate level in the chain.

(3) Authority: All cadets. Submit through the chain.

d. Exemption/Validation from Recurring Training:

(1) Purpose/Description: Recognizes an individual's superior performance and allows him or her to progress to other tasks or share instructor responsibilities. Authorizes an individual to miss repeat training for a skill already mastered. It must never include required duties such as a parade, CCQ, or team practices.

(2) General procedures: Give positive feedback and notify the cadet of the exemption or validation, the specific restrictions and limits, and the time period. Document it on the AFCW Form 6 or 76. Consider each, event by event, and person by person, not carte blanche.

(3) Authority: Cadet officers or officers. Requires chain of command coordination and squadron commander or officer approval. All cadets may recommend.

e. Reinforcements:

(1) Purpose/Description: Reinforcements back up feedback with actions and are more meaningful than words. They show an increased investment of time and energy which demonstrates supervisor commitment. They are of two types: something positive added or something negative removed. Positive reinforcement examples may include additional privileges or passes, corfam shoe privileges, stereo privileges and parking privileges. Removing negative examples may include removal from restrictions or approving sitting at rest.

(2) General procedures: Notify the subordinate and give positive feedback. If reinforcement is recommended, follow up to ensure the reinforcement is approved by the proper authority. Document.

(3) Authority: Recommend reinforcements to appropriate supervisors for approval. Supervisors may need officer approval to grant reinforcements.

f. Ratings:

(1) Purpose/Description: A rating is an evaluation tool and compares performance against standards. It places a quantitative score on performance at a given point in time. Ratings allow subordinates and supervisors to review past performance and see progression.

(2) General procedures: Ratings and evaluation comments are documented on AFCW Form 30, 36, 39, 6 and 76. Notify the subordinate and give positive feedback. If possible, allow subordinates to read evaluation comments. Most subordinate-supervisors provide inputs to primary raters who then determine overall ratings. However, all cadets must give feedback and tell subordinates their recommended ratings.

(3) Authority: All cadets write evaluation comments on and rate each other IAW AFCWR 537-2 and 50-1.

g. Honor Status:

(1) Purpose/Description: Provides recognition over a period of time for sustained excellent performance. Establishes the recipient as an example and standard to which other subordinates can aspire. Examples may include squadron of the month, doolie of the week, trainer of the month; Commandant's, Dean's, or Superintendent's lists, or a coveted position.

(2) General procedures: Notify the subordinate and give positive feedback. Make public and communicate as widely as possible. Honor status should be provided by the highest ranking individual as practical. Document on an AFCW Form 6 or 76.

(3) Authority: All cadet officers can grant honor status within their areas of authority. All cadets may make recommendations on an AFCW Form 30. Squadron commanders normally approve and make presentations.

h. Awards:

(1) Purpose/Description: An award is any visible object which documents an event or accomplishment, visibly reminds others of a person's excellent performance and acts as a permanent thank you and on-going recognition. Awards may include certificates, photographs, plaques, medals, trophies, special ribbons, etc.

(2) General procedures: Give awards only for significant or sustained superior performance. Recommend awards in writing to appropriate approval authority. Document.

(3) Authority: All cadets may recommend awards. Most awards are competitive and boards select winners.

i. Air Force Recommendation:

(1) Purpose/Description: Provides special consideration for assignments based upon superior sustained performance. It is a written or oral recommendation for an Air Force position, assignment, or training opportunity. It may include choice of Air Force bases, limited entry AFSC's, Euro-NATO selections, additional schools, etc.

(2) Procedures/Authority: Officers make recommendations based on cadet inputs.

3-6. SKILL Problems--Below Standard Performance, Feedback and Consequences: An individual cadet's performance may be below standards because the supervisor (or trainer) did not sufficiently train the cadet or because that cadet did not learn as completely as the group. Discipline is not warranted if a cadet performed below standards due to a SKILL problem. In this case, additional instruction or MEI is appropriate. The Third Class PMT program provides additional tips and techniques for teaching skills through the demonstration performance training method.

3-7. WILL Problems--Below Standard Performance, Feedback and Consequences: Figure 3-1 illustrates the different levels of action appropriate for cases when a subordinate lacks the WILL to meet standards. WILL includes the desire to achieve training goals and the willingness to comply with military requirements. Hence, the WILL scale describes attitude and conduct problems.

a. Verbal Correction or Reprimand:

(1) Purpose/Description: Immediately notifies a subordinate when his or her performance falls below the standard. Reinforces the supervisor's commitment to the task and backs up what is expected. It is oral feedback which describes specific, below standard behavior. It may include on-the-spot corrections or oral reprimands.

(2) General procedures: Apply ATP for giving feedback for negative performance. Use INPUT +. Ask "what" or "how" questions and get the subordinate's impressions. Use the sandwich approach. Make it the subordinate's responsibility to correct the deficiency.

(3) Authority: All cadets must give verbal corrections or reprimands at any time performance falls below standards. When outside the cadet's chain of command, make the correction, then inform the supervisor.

b. Report Around:

(1) Purpose/Description: The same as verbal corrections except the supervisor includes the next person up the chain of command to more clearly reinforce concern and commitment. A subordinate is directed to report around to a cadet or officer in his or her chain of command to receive a reprimand for below standard performance. This is an important tool for a third class cadet not yet certified for training or for any cadet not in the deficient cadet's chain of command.

(2) General procedures: Apply ATP for negative performance, document the event on the AFCW Form 10, 6, 76, or 30 and report back to the originator of the "report around." End the session so that the trainee feels capable of improved performance.

(3) Authority: All cadets senior in rank or in an appropriate supervisory position may direct another cadet to report around. Reporting around is appropriate when the senior cadet lacks authority to give the desired consequence or if he or she wants to emphasize the importance.

c. Unfavorable Documentation:

(1) Purpose/Description: Documents substandard performance and acts as a vehicle for informing the chain of command. Written unfavorable documentation is evidence for supporting disciplinary actions. It is any recorded negative feedback and corrective action relating to a subordinate's below standard performance. It may include AFCW Form 10, 6, 30 or 76 and letters of reprimand. It carries more weight than a verbal correction and provides a base for future action.

(2) General procedures: Notify the subordinate and give feedback for negative performance. Allow the subordinate to read and discuss the documentation. Forward unfavorable documentation up the chain of command for entry in the cadet's records.

(3) Authority: All cadets can prepare and submit unfavorable documentation on another through the chain of command as necessary.

d. Remedial Training:

Remedial training is a corrective tool to improve below standard effort and attitude and to notify an individual that substandard performance and/or attitude are not acceptable. See paragraph 2-4d for procedures.

e. Punishment:

(1) Purpose/Description: Punishment reinforces feedback for negative behavior, backs up words with action and demonstrates commitment and sincerity to the mission and people. Punishments can be of two types: something good taken away or something unpleasant added. Examples of taking away something good may include loss of privileges, car, stereo, rank, certification, removal from a club or team, or removal from merit lists. Unpleasant consequences which can be added may include demerits, confinements, restrictions or tours.

(2) General procedures: Punishments are controlled by AFCWR 111-1 and result from processing an AFCW Form 10. When writing a Form 10, the reporting official must also confront the individual, give feedback for negative performance and clearly state recommendations for punishment.

(3) Authority: All cadets and officers are obligated to recommend punishment (write a Form 10) when violations outlined in AFCWR 111-1 occur. Procedures are in AFCWR 111-1.

f. Ratings:

(1) Purpose/Description: A rating is an evaluation tool to measure progress and compare performance against standards at a given point in time. Bottom ratings act as a negative consequence for significantly below standard performance. Record ratings on Forms 6, 30, 36, 39, or 76.

(2) General procedures: Notify the subordinate and give feedback for negative performance. Have the subordinate read the written evaluation or rating. If necessary, submit ratings to the appropriate supervisor.

(3) Authority: All cadets rate or submit evaluation comments on each other.

g. Conduct Probation:

(1) Purpose/Description: Conduct Probation notifies a cadet that his or her conduct is far below Air Force Academy standards and that suitability for commissioned service is in question (reference AFCWR 111-1). It serves notice that future misconduct or willful below standard performance is grounds for disenrollment.

(2) Procedures/Authority: AOCs, IAW AFCWR 111-1. Cadets must make written and verbal recommendations. Ongoing performance documentation on the Form 6 or 76 is critical, especially if a cadet is later considered for disenrollment.

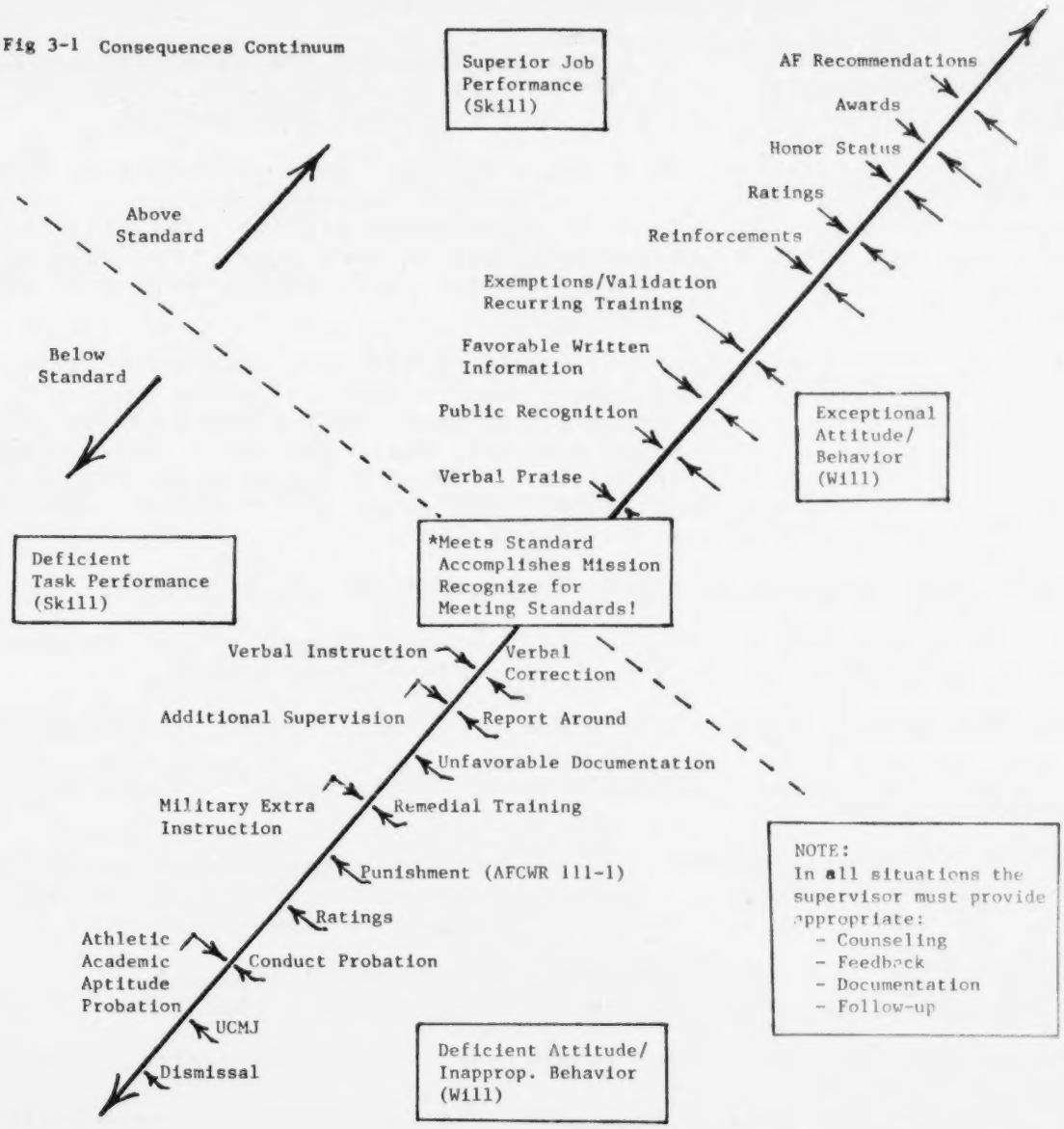
h. UCMJ (Article 15): Each cadet is a member of the Air Force and the Armed Forces of the United States and is subject to legal actions under the UCMJ (see AFCWR 111-1).

(1) Purpose/Description: Article 15 actions are taken for offenses considered too serious to be adequately treated by the cadet disciplinary system. They are nonjudicial actions administered in lieu of courts martial and normally result in dismissal. Any federal crime or courts martial offense can result in an Article 15. Such offenses include drinking and driving, use of drugs, theft, sexual offenses, AWOL and financial negligence.

(2) Procedures/Authority: Officers on orders as commanders have UCMJ authority and will initiate action for Article 15 offenses. Cadets must report incidents and make recommendations to the officer chain.

i. Dismissal: Some individuals are not suited to serve in the Air Force. All Air Force members have a responsibility to train individuals as well as we can; however, if their conduct or aptitude is not acceptable for commissioned officers, we must then separate them from the service. Cadets are obligated to identify deficient cadets. Although it is easy to rationalize away a subordinate's problems, each cadet has been entrusted by the Academy to accept a portion of the responsibility for ensuring that only those who meet our standards of excellence are granted a commission in our Air Force.

Fig 3-1 Consequences Continuum



*Supervisors should not be satisfied with "meets standards." Their job is to move performance up.

NOTES:
(1) Model does not imply you must progress through various stages (i.e., praise before award).
(2) Each situation must be treated separately (i.e., remedial training for poor room--yet extra pass for MVP which may occur simultaneously).

CHAPTER 4

FIRST CLASS CADET TRAINING

4-1. General: This chapter outlines the training goals, milestones and individual responsibilities for each first class cadet. Specific PMT goals and objectives are listed in PMT lessons and readings.

4-2. Goals and Objectives: As a cadet officer, your primary goal is to lead and train your people and to finalize preparations for commissioning by mastering necessary officership skills. You will lead the Cadet Wing and prepare the second class to take over. You will accept responsibility for your subordinates' performance, both good and bad, and act to ensure excellence.

4-3. Milestones of Training: Your class has primary responsibility for supervising training of the lower three classes. During the summer, you will fill various command and leadership roles in BCT, SERE, Comp Group, etc. During the academic year, you teach lower-class PMT. Additionally, you will supervise on-the-job training of second and third class cadets and facilitate third class ATP training. Most of your PMT lessons will focus on officer transition.

4-4. Individual Responsibilities: As a cadet officer you must:

a. Epitomize and enforce the high standards of conduct, personal appearance, performance of duty and adherence to regulations.

b. Maintain an appropriate superior-to-subordinate relationship.

c. Know your job, including knowing cadet regulations and your job responsibilities.

d. Avoid permissiveness. Do not let the minor infractions go by any more than the major ones. Take immediate action for good and bad behavior. Be consistent and require all cadets to meet standards.

e. Be firm, yet fair, in dealing with subordinates and classmates. Publicly credit or praise those who do a good job.

f. Exhibit motivation and enthusiasm in your responsibilities.

g. Support the chain of command. Clarify uncertainties. Never openly disagree with or challenge an order or policy. Support and pass on orders and policies as if they are your own. Your responsibility extends up and down the chain of command.

h. Follow up. Ensure subordinate supervisors do their jobs and fulfill their orders.

4-5. Summary: During your first class year you will make your final preparations for commissioning. Take advantage of leadership opportunities. Practice the techniques you need as an officer. These leadership opportunities are valuable assets when assuming the responsibilities of a second lieutenant.

CHAPTER 5

SECOND CLASS CADET TRAINING

5-1. General: This chapter outlines the goals, milestones and individual responsibilities for each second class cadet for implementing cadet training. Specific PMT goals and objectives are included in the Second Class Cadet PMT readings.

5-2. Goals and Objectives: Your primary goals are to serve as senior NCOs and to train the third and fourth class cadets. You are responsible for taking care of your people as a senior NCO and first line supervisor (element leader). You will train the third and fourth class cadets to become effective, contributing members in all aspects of the squadron mission--militarily, academically and athletically. You will also apply leadership to support and carry out the directives and policies of your cadet officers. Finally, you will serve as a technical expert, similar to the operational Air Force NCO, on drill and ceremonies, personal appearance inspections, room inspections and Fourth Class Professional Military Training Study Guide materials.

5-3. Milestones of Training:

a. During summer programs and BCT, you serve as a senior NCO.

b. During transition week, you continue your role as trainer of the fourth class. Additionally, you begin preparing for your new squadron NCO role.

c. During the academic year, under first class supervision, you begin on-the-job training of the third class. Element leaders supervise all fourth class training even after third class cadet certification. The third class conducts training only after OJT and ATP certification, but does so under continuing chain of command guidance from you.

d. During spring semester, you prepare to assume command of your squadron by completing the PMT operations plan. Additionally, you transition to cadet officer roles.

5-4. Individual Responsibilities: Your responsibilities are to develop your personal leadership and supervisory skills necessary for commissioned service, to serve as a senior NCO and to train third and fourth class cadets. The PMT program provides leadership skills training. This section addresses your senior NCO and training roles.

a. Senior NCO role: As a senior NCO you directly support your cadet officers, conduct technical training and put cadet officer policy into action. Specifically, you:

(1) Hold staff jobs, complete staff work and work as an action NCO on squadron projects.

(2) Support the chain of command and implement policies and guidance.

(3) Enforce standards and serve as a role model for second, third and fourth class cadets.

(4) Make on-the-spot corrections, correct deficient performers and report actions and status to appropriate cadet officers.

(5) Serve as a technical expert on military instruction, inspections, marching, room grading and military knowledge.

(6) Serve as element leaders. Supervise cadets in your element. Conduct weekly room and uniform inspections and complete AFCW Forms 76 and 6 on cadets within your element. Collect grade cards from third class cadets and use as an input for weekly Fourth Class Professional Military Training Study Guide material.

(7) Supervise third class cadets when they conduct military training.

(8) Element leaders will conduct weekly Fourth Class Professional Military Training Study Guide reviews with each fourth class cadet and complete AFCW Forms 76 prior to 1700 each Friday. See Chapter 7.

b. Trainer for the third class: You conduct selected training of the third class. This is primarily on-the-job training in fourth class training designed to teach the third class how to train and evaluate the skills required of the fourth class. You will teach the third class how to:

(1) Conduct personal appearance and uniform inspections.

(2) Conduct room inspections.

(3) Conduct knowledge reviews and discuss knowledge topics.

c. Trainer for the fourth class: Until the third class is certified, element leaders are the primary trainers of the fourth class. After certification, the third class cadets--as any certified cadets--may assist; however, element leaders will continue to supervise and provide inputs to the third class cadets during all training. Specific responsibilities for training the fourth class are listed in Chapter 7.

5-5. Summary: Your duties as a second class cadet are the most complex and varied of any class. You support the cadet officers and simultaneously train third and fourth class cadets. Once the third class is authorized to conduct training, your responsibilities include overseeing fourth class training. The success of a squadron clearly rests on how effectively you perform your senior NCO role and accomplish your training responsibilities.

CHAPTER 6

THIRD CLASS CADET TRAINING

6-1. General: This chapter outlines the goals, milestones and individual responsibilities for each third class cadet for implementing cadet training. Specific PMT goals are listed in the Third Class Cadet PMT study guide and lessons.

6-2. Goals and Objectives: Your primary goal is to become an effective military role model and to learn to be an effective military trainer and instructor. During the year, you will learn military instruction and then be supervised applying this knowledge while training fourth class cadets. Throughout the year, you will actively contribute to other squadron goals and functions outside the realm of formal training, such as tutoring, completing squadron projects, setting up social functions, or accomplishing other objectives established by the squadron commander.

6-3 Milestones of Training: Your milestones are outlined in the OJT program (Attachments 6-1 to 6-3). In general, under element leader supervision, you will complete self-study, take a written exam on assigned material, practice the assigned training skill, complete certification and, after squadron commander authorization, begin conducting training without direct supervision.

a. During Graduation Week, as soon-to-be new third class cadets, you will begin Academy Training Philosophy (ATP) training, support the squadron chain of command and carry out assigned duties.

b. During the summer, you will adhere to professional standards and take maximum advantage of summer program opportunities.

c. During the fall semester, you will be certified in ATP and complete OJT for on-the-spot corrections and recognition, uniform and personal appearance inspections, knowledge reviews and room inspections.

d. During the spring semester, you will learn the demonstration-performance method of instruction.

6-4. Individual Responsibilities: Your responsibilities are to:

a. Support the chain of command and fully follow policies and directives for fourth class cadet training.

b. Be constantly aware of your status as a role model to the fourth class. Ensure your conduct is always mature and respectful of both superiors and subordinates.

c. Master military instructor and trainer skills.

d. Guard against the deterioration of the superior-subordinate relationship. You must maintain a professional distance or your credibility as a leader and trainer will be adversely affected.

e. After OJT and ATP certification, provide the element leader with evaluation inputs recorded on grade cards on the fourth class cadets' room inspections, personal appearance inspections and Fourth Class Professional Military Training Study Guide reviews.

f. Contribute to your organization by tutoring, assisting an intramural coach, helping your element leader organize materials and training events, organizing and managing CCQ related duties and assisting project officers with such things as the squadron sponsor program.

g. You will be responsible for CCQ duties to include promptly passing on messages, posting announcements, finding people in the squadron, enforcing ACQ, enforcing 5-minute limits on phones and carrying out the commander's wishes.

6-5. Summary: The third class year is a time to constantly serve as a role model and develop military instructor and training skills. You will be instructed and supervised during hands-on training through PMT and OJT programs. You will also be trained and certified in the Academy Training Philosophy.

ATTACHMENT 6-1

THIRD CLASS CADET OJT MILESTONES

WEEK 1 (First week with classes)	1. BEGIN SELF-STUDY OF AFCWR 537-4. 2. OBSERVE A MINIMUM OF 2 PERSONAL APPEARANCE AND KNOWLEDGE INSPECTIONS. AT LEAST 1 INSPECTION SHOULD BE CONDUCTED BY YOUR ELEMENT LEADER.
WEEK 2	1. PASS AFCWR 537-4 TEST TO BE GIVEN NO EARLIER THAN WEDNESDAY OF THIS WEEK. 2. CONTINUE OBSERVING A MINIMUM OF 2 PERSONAL APPEARANCE AND KNOWLEDGE INSPECTIONS. 3. MAKE SUGGESTIONS TO YOUR ELEMENT LEADER ON FOURTH CLASS PROFESSIONAL MILITARY TRAINING STUDY GUIDE WEEKLY KNOWLEDGE TO BE COVERED DURING THE INSPECTIONS. 4. AFTER PASSING AFCWR 537-4 TEST, BEGIN SELF-STUDY ON AFCWR 537-9.
WEEK 3	1. PERFORM A MINIMUM OF 3 PERSONAL APPEARANCE AND KNOWLEDGE INSPECTIONS AS PER SQUADRON UNIFORM GRADE PROCEDURES UNDER SUPERVISION OF ELEMENT LEADER. 2. PASS AFCWR 537-9 TEST TO BE GIVEN NO EARLIER THAN WEDNESDAY OF THIS WEEK.
WEEK 4	1. PERFORM A MINIMUM OF 3 PERSONAL APPEARANCE AND KNOWLEDGE INSPECTIONS AS PER SQUADRON UNIFORM GRADE PROCEDURES UNDER SUPERVISION OF ELEMENT LEADER (FOR A TOTAL OF 6). 2. BECOME CERTIFIED IN CONDUCTING PERSONAL APPEARANCE AND KNOWLEDGE INSPECTIONS. 3. OBSERVE A MINIMUM OF 3 ROOM INSPECTIONS. AT LEAST 1 INSPECTION SHOULD BE CONDUCTED BY YOUR ELEMENT LEADER.
WEEK 5	1. PERFORM A MINIMUM OF 3 ROOM INSPECTIONS UNDER THE SUPERVISION OF YOUR ELEMENT LEADER. 2. BECOME CERTIFIED IN CONDUCTING ROOM INSPECTIONS BY ELEMENT LEADER.
WEEK 6	CONTINUE CERTIFICATION PROCESS AS REQUIRED.

NOTE: SQ/CC MAY AUTHORIZE CERTIFIED THIRD CLASS CADETS TO INSPECT FOURTH CLASS CADETS ON PERSONAL APPEARANCE AND KNOWLEDGE ONLY, NOT EARLIER THAN THE END OF WEEK 4.

SQ/CC MAY AUTHORIZE CERTIFIED THIRD CLASS CADETS TO INSPECT FOURTH CLASS CADET ROOMS NOT EARLIER THAN THE END OF WEEK 5.

SQ/CC WILL DENY AUTHORIZATION OF PERSONAL APPEARANCE AND KNOWLEDGE INSPECTIONS, AND/OR ROOM INSPECTIONS BY THIRD CLASS CADETS WHO HAVE NOT SUCCESSFULLY COMPLETED THE CERTIFICATION CRITERIA OF PASSING THE REGULATION TESTS AND PERFORMING THE REQUIRED INSPECTIONS. THESE CADETS WILL CONTINUE INITIAL TRAINING (OR UNDERGO REMEDIAL TRAINING, IF APPROPRIATE) UNTIL THEY HAVE SUCCESSFULLY COMPLETED THE CERTIFICATION REQUIREMENTS.

ATTACHMENT 6-2

ELEMENT LEADER MILESTONES FOR THIRD CLASS OJT

WEEK 1 (First week with classes)	1. ENSURE THIRD CLASS CADETS HAVE READ AFCWR 537-4 PRIOR TO OBSERVING INSPECTIONS. 2. BRIEF THIRD CLASS CADETS ON PERSONAL APPEARANCE AND KNOWLEDGE INSPECTION PROCEDURES PRIOR TO INITIAL OBSERVATION. 3. ENSURE EACH THIRD CLASS CADET HAS OBSERVED A MINIMUM OF 2 PERSONAL APPEARANCE AND KNOWLEDGE INSPECTIONS. ONE INSPECTION SHOULD BE CONDUCTED BY YOU. 4. ENSURE THIRD CLASS CADETS HAVE BEEN DEBRIEFED BY THE INSPECTOR AFTER EACH OBSERVATION SESSION ON TECHNIQUES USED DURING THE INSPECTION. ANSWER QUESTIONS THEY MAY HAVE ON CONDUCTING INSPECTIONS.
WEEK 2	1. CONTINUE HAVING THIRD CLASS CADETS OBSERVE PERSONAL APPEARANCE AND KNOWLEDGE INSPECTIONS. 2. ASK THIRD CLASS CADETS FOR THEIR INPUTS ON FOURTH CLASS PROFESSIONAL MILITARY TRAINING STUDY GUIDE KNOWLEDGE TO BE COVERED DURING THE INSPECTIONS. NOTE: THIRD CLASS CADETS WILL BE TAKING AFCWR 537-4 TEST NO EARLIER THAN WEDNESDAY OF THIS WEEK. ENSURE THIRD CLASS CADETS IN YOUR ELEMENT PASS AFCWR 537-4 TEST. THEY WILL ALSO BEGIN SELF-STUDY OF AFCWR 537-9.
WEEK 3	1. OBSERVE EACH THIRD CLASS CADET IN YOUR ELEMENT PERFORM AT LEAST 3 PERSONAL APPEARANCE AND KNOWLEDGE INSPECTIONS AS PER SQUADRON UNIFORM GRADE PROCEDURES. DOCUMENT PERFORMANCES ON FORM 76. NOTE: THIRD CLASS CADETS WILL BE TAKING AFCWR 537-9 TEST NO LATER THAN WEDNESDAY OF THIS WEEK. ENSURE THIRD CLASS CADETS IN YOUR ELEMENT PASS AFCWR 537-9 TEST.

WEEK 4	1. CONTINUE TO OBSERVE EACH THIRD CLASS CADET IN YOUR ELEMENT PERFORM AT LEAST 3 PERSONAL APPEARANCE AND KNOWLEDGE INSPECTIONS AS PER SQUADRON UNIFORM GRADE PROCEDURES (FOR A TOTAL OF 6). DOCUMENT PERFORMANCES ON FORM 6. 2. CERTIFY THIRD CLASS CADETS FOR CONDUCTING PERSONAL APPEARANCE AND KNOWLEDGE INSPECTIONS IF THEY HAVE PASSED THE AFCWR 537-4 TEST AND PERFORMED REQUIRED INSPECTIONS. DOCUMENT ON FORM 76. 3. MAKE RECOMMENDATIONS TO SQ/CC THROUGH YOUR FLT/CC ON WHICH THIRD CLASS CADETS IN YOUR ELEMENT SHOULD OR SHOULD NOT BE AUTHORIZED TO BEGIN INSPECTING FOURTH CLASS CADETS ON PERSONAL APPEARANCE AND KNOWLEDGE. THIS WILL BE BASED UPON YOUR CERTIFICATION THAT THEY HAVE SUCCESSFULLY COMPLETED THE REQUIRED TRAINING AND ARE PREPARED TO TAKE ON THE RESPONSIBILITY.
WEEK 5	1. ENSURE THIRD CLASS CADETS IN YOUR ELEMENT HAVE PERFORMED A MINIMUM OF 3 ROOM INSPECTIONS. YOU SHOULD OBSERVE ALL INSPECTIONS PERFORMED BY THE THIRD CLASS CADETS IN YOUR ELEMENT. DOCUMENT ON FORM 76. 2. CERTIFY THIRD CLASS CADETS FOR CONDUCTING ROOM INSPECTIONS IF THEY HAVE PASSED THE AFCWR 537-9 TEST AND PERFORMED REQUIRED INSPECTIONS. DOCUMENT ON FORM 76. 3. MAKE RECOMMENDATIONS TO SQ/CC THROUGH YOUR FLT/CC ON WHICH THIRD CLASS CADETS IN YOUR ELEMENT SHOULD OR SHOULD NOT BE AUTHORIZED TO BEGIN INSPECTING FOURTH CLASS CADET ROOMS. THIS WILL BE BASED UPON YOUR CERTIFICATION THAT THEY HAVE SUCCESSFULLY COMPLETED THE REQUIRED TRAINING AND ARE PREPARED TO TAKE ON THE RESPONSIBILITY.
WEEK 6	CONTINUE CERTIFICATION PROCESS AS REQUIRED.

********** YOU, AS THE ELEMENT LEADER AND SUPERVISOR OF THE THIRD CLASS IN YOUR ELEMENT, ARE ULTIMATELY RESPONSIBLE THROUGHOUT THE SEMESTER FOR THE INSPECTIONS CONDUCTED BY THE THIRD CLASS CADETS IN YOUR ELEMENT.

ATTACHMENT 6-3

FIRST CLASS CADET MILESTONES FOR THIRD CLASS OJT

WEEK 1 ATO: DIRECT SELF-STUDY OF AFCWR 537-4 (NLT WEDNESDAY).

SQ/CC: DIRECT ELEMENT LEADERS TO TALK TO THIRD CLASS CADETS ON WEEKLY KNOWLEDGE REQUIREMENTS.

WEEK 2 ATO: 1. AT WING DOT DIRECTION ADMINISTER AFCWR 537-4 TEST (NOT EARLIER THAN WEDNESDAY OF THIS WEEK).

2. DIRECT SELF-STUDY OF AFCWR 537-9 AFTER COMPLETION OF THE AFCWR 537-4 TEST.

WEEK 3 ATO: 1. FORWARD TEST RESULTS ON AFCWR 537-4 TO SQ/CC, AOC AND WING DOT (NLT LMD MONDAY).

2. AT WING DOT DIRECTION ADMINISTER AFCWR 537-9 TEST (NOT EARLIER THAN WEDNESDAY OF THIS WEEK).

WEEK 4 ATO: FORWARD TEST RESULTS ON AFCWR 537-9 TO SQ/CC AND WING DOT (NLT LMD MONDAY).

FLT/CC: ELEMENT LEADERS WILL CERTIFY THIRD CLASS CADETS PREPARED TO CONDUCT FOURTH CLASS PERSONAL APPEARANCE AND KNOWLEDGE INSPECTIONS. ENSURE SQ/CC IS INFORMED SO HE/SHE CAN DETERMINE WHO IS AUTHORIZED TO CONDUCT PERSONAL APPEARANCE AND KNOWLEDGE INSPECTIONS ON THE FOURTH CLASS CADETS.

SQ/CC: YOU MAY AUTHORIZE PERSONAL APPEARANCE AND KNOWLEDGE INSPECTIONS TO BE PERFORMED BY CERTIFIED THIRD CLASS CADETS NO EARLIER THAN END OF WEEK 4.

WEEK 5 FLT/CC: ELEMENT LEADERS WILL CERTIFY THIRD CLASS CADETS PREPARED TO CONDUCT FOURTH CLASS ROOM INSPECTIONS. ENSURE SQ/CC IS INFORMED SO HE/SHE CAN DETERMINE WHO IS AUTHORIZED TO CONDUCT FOURTH CLASS CADET ROOM INSPECTIONS.

SQ/CC: YOU MAY AUTHORIZE ROOM INSPECTIONS TO BE PERFORMED BY CERTIFIED THIRD CLASS CADETS NOT EARLIER THAN END OF WEEK 5.

WEEK 6 ATO, FLT/CC,SQ/CC: CONTINUE CERTIFICATION PROCESS AS REQUIRED.

CHAPTER 7

FOURTH CLASS CADET TRAINING

7-1. General: This chapter explains fourth class cadet training, establishes policies for both fourth class and upper-class cadets and outlines procedures and responsibilities for conducting fourth class training.

7-2. Goals and Objectives: The fourth class system initiates the leadership training that each fourth class cadet will receive at the United States Air Force Academy. This is accomplished by providing rigorous challenges that, upon successful completion, will help each fourth class cadet develop:

a. Discipline and an unyielding sense of duty, honor and ethics.

b. Pride in being part of the Air Force Academy and knowledge of Air Force customs and traditions.

c. A firm foundation that will promote and enhance an understanding of the military profession.

d. The essential qualities for a commission in the United States Air Force.

e. The mental and physical habit patterns which will be called upon later in a military profession.

f. Respect for authority, subordinates and self.

g. A sense of unity, teamwork and class identity.

h. Effective time management through a system of prescribed duties which contribute to individual and unit efficiency.

i. An understanding of proper superior-subordinate relationships.

j. A sense of accomplishment and self-confidence that will enable each fourth class cadet to function in a demanding environment.

7-3. Tools for Conducting Fourth Class Training: The following are publications, tools and methods specifically pertaining to fourth class training:

a. Fourth Class Professional Military Training Study Guide: Fourth class cadets are responsible for knowing and discussing Fourth Class Professional Military Training Study Guide knowledge requirements. See paragraph 2-5b for procedures.

b. Fourth Class Professional Military Training Study Guide Assignments: Fourth class cadets will periodically have a Fourth Class Professional Military Training Study Guide assignment to complete individually during scheduled preparation periods. They will turn it in by COB of the suspense date listed in the assignment. The element leader will review and rate the Fourth Class Professional Military Training Study Guide in the block, "PMT/Fourth Class Professional Military Training Study Guide Review," on the AFCW Form 76. Answer keys are in the Fourth Class Professional Military Training Study Guide.

c. Formal Fourth Class Professional Military Training Study Guide (Knowledge Bowl): Fourth Class Professional Military Training Study Guide reviews serve as both an evaluation and a motivational competition. See paragraph 2-6c for procedures.

d. "Checkpoints": Fourth class cadets must be prepared to recite "Checkpoints" by the morning accountability formation. "Checkpoints" includes only those items listed in paragraph 7-7c.

e. Current Events: Fourth class cadets must stay abreast of significant military and world current events and are responsible for discussing the day's current events by noon meal.

f. Professional Military Training (PMT): AFCWR 50-1 establishes the standards, responsibilities and procedures for implementing the Professional Military Training program. The PMT program is designed to complement squadron training by providing both classroom and Fourth Class Professional Military Training Study Guide lessons which reinforce those areas of professional knowledge most necessary for commissioning. The PMT program also evaluates fourth class cadet performance through the PCE.

g. Grade Cards: Grade cards are used by certified cadets as a training aid to help standardize and document fourth class cadet Fourth Class Professional Military Training Study Guide knowledge, uniform grading and room grading within the squadron. Third class cadets use grade cards to provide inputs on fourth class cadets in their element to the element leader. Third class cadets provide the grade cards to the element leader by 1300 on Friday of each week (or earlier if directed by the element leader). This allows the element leader time to review their inputs and conduct the Fourth Class Professional Military Training Study Guide weekly review before 1700. Element leaders will hold their third class cadets accountable for quality evaluations. Element leaders will use inputs from the grade cards and determine a final weekly grade which they record on the AFCW Form 76 (see AFCWR 50-1). Note that grade cards are a formal evaluation. Grade cards do not replace on-the-spot corrections or squadron standardization-evaluation inspections. Grade cards are contained in the Fourth Class Professional Military Training Study Guide.

7-4. Phases of Training (Milestones): Fourth class training, divided into three distinct phases, is your first step in leadership preparation. As you progress from one phase to the next, your professional knowledge training gradually becomes more application oriented. You are expected to apply instruction received in the preceding phase to present and future phases, with particular emphasis on behavior which can be applied to upper-class and officer status. Each succeeding phase places more responcibility on you to meet high personal standards. Upon completion of fourth class training, you must be able to demonstrate the sense of responsibility, discipline and duty required of a third class cadet.

7-5. Definition of Phase Terms: The following terms, when used in reference to dining hall procedures, marching, or formations, are defined as indicated:

a. "At Attention": A position of formal posture without movement; arms at side or in lap; eating utensils properly placed, if applicable; no conversation, unless being addressed by an officer or an upper-class cadet.

b. "At Ease": Less formal posture than "At Attention," with some movement allowed; no conversation, unless being addressed by a superior or to ask a proper question.

c. "At Rest": Informal; good posture with hands out of pockets and mentally alert; movement allowed, as individually desired; may carry on conversations with others in a normal tone of voice.

7-6. Phase One--Basic Cadet Training (BCT):

a. General: Phase One begins upon your arrival at the Academy and continues until formal acceptance into the Wing in August. This is an intense period of adjustment to a new environment and way of life. During this period, you undergo strenuous conditioning exercises, obstacle courses, competitive sports and field encampment training. The program teaches you to follow orders, to exercise self-discipline and to function effectively in a military environment. The demands are intense, testing your energy, stamina and enthusiasm. However, it helps you adjust to the rigorous requirements of cadet life and your military profession.

b. General Requirements (All Areas):

(1) Escort guests and visitors only when authorized.

(2) Do not possess food, candy, soft drinks, or tobacco products unless authorized.

(3) Do not use abbreviations, contractions, or acronyms.

(4) Do not date or socialize with cadets of the upper three classes.

(5) Perform details as required by the squadron.

(6) Do not wear civilian clothing.

(7) Use only the following responses when questioned by an upper-class cadet or officer: "Yes, Sir/Ma'am," "No, Sir/Ma'am," "No excuse, Sir/Ma'am," "Sir/Ma'am, may I make a statement?", "Sir/Ma'am, may I ask a question?", "Sir/Ma'am, I do not understand," or "Sir/Ma'am, I do not know."

(8) If selected, you will call the minutes for the squadron while at the position of attention:

(a) Commencing 10 minutes before first call for all squadron formations, use the following statement: "(Squadron name)/(mascot), there are _____. minutes until first call for the (activity) formation. The uniform for cadre is _____. The uniform for basic cadets is _____. There are _____ minutes until first call. Secure your lights and rooms please." Minutes 10-6 will be called in this manner.

(b) The last minute called will be 5 minutes until first call: "(Squadron name)/(mascot), there are 5 minutes until first call for the (activity) formation. The uniform for cadre is _____. The uniform for basic cadets is _____. There are 5 minutes until first call. This is the last minute to be called. (Squadron name/mascot) Squadron, scramble."

(9) You will not answer a phone unless authorized. The correct greeting for answering squadron phones is, "(letter) Squadron, Basic Cadet (name) speaking; may I help you please?" It is not proper to assume the caller is a male by ending with "Sir."

(10) When outdoors, salute properly when required by military customs and courtesy, as specified in the Decorum/Protocol Handbook.

(11) Keep your right hand free for saluting whenever possible.

(12) When outdoors, salute and greet all commissioned officers upon recognition and at least six paces prior to meeting. Since an exact distance is not practical for every circumstance, use good judgment in rendering a salute.

(13) When outdoors, salute the cadet Senior Officer of the Day (SOD), a first class cadet in service dress with white gloves and a gray aiguillette, who is the wing commander's representative in the command post.

(14) Call your room or tent to attention when officers or upper-class cadets enter or leave a room or tent. (Stay at attention until told otherwise.) Say, "Good (morning, afternoon, evening) Sir/Ma'am," when the officer or upper-class cadet leaves.

(15) When indoors, report to persons senior in rank using proper military customs and courtesy.

(a) Walk directly to and halt two paces in front of the person you are reporting to, render a salute and say: "Sir/Ma'am, Basic Cadet (last name) reports (to make a statement) (to ask a question) (as ordered)." Use normal volume.

(b) When dismissed, take one pace backward, render a salute and maintain the salute until it is returned, execute an about face and proceed directly away.

(16) Walk on the left of superiors.

(17) Give way to all officers and upper-class cadets when space limitation or route conflicts dictate.

(18) Strictly observe seniority at all times at or away from the Academy. Use good judgment, common sense and maintain proper decorum when speaking with superiors.

(19) Know the names of your element's members and render an accurate report at formations when required.

(20) When indoors, carry cap in the left hand. Wear headgear indoors only when under arms or in Jack's Valley mess tents. (Note: Inspecting officials are considered under arms.) When leaving a tent or building, replace your headgear when passing through the door. If both hands are full, you may replace your headgear just prior to the doorway.

(21) Understand the meaning of personal accountability and the responsibilities of a subordinate when called to account for particular actions. (Reference ethics and honor instruction.)

(22) Demonstrate followership/leadership skills with emphasis on discipline, integrity, teamwork, selflessness and attention to detail.

c. Cadet Duty Area:

(1) Be at attention: Greet and salute all officers. Greet all upper-class cadets.

(2) Double time at all times except when returning from a meal, in or around any building or stairwell, excused by the cadet clinic or hospital, the terrazzo is wet or icy, carrying a burden that requires both arms, poorly lighted areas at night and during an initial break-in period for boots/shoes as determined by the BCT commander.

(3) On the terrazzo, stay on the marble strips except when they are wet or icy. Remain at attention, execute proper facing movements and turn eyes and head only for greeting and/or saluting oncoming persons. Do not enter the Air Gardens at any time.

(4) For all formations be at attention unless otherwise directed by an upper-class cadet or officer; enter from the rear, executing proper facing movements; and be in ranks by first call. In processing lines, be at ease. For physical training, form up by flight or teams as directed. Outside the squadron area, go everywhere in formation or with an upper-class escort.

d. Dormitories:

(1) Be at attention at all times except be at ease in the Cadet Store, barber or beauty shop, mail room and latrines; and be at rest in your cadet room.

(2) Execute proper marching movements at quick time.

(3) Ascend and descend stairs one at a time.

(4) Walk on the right side of halls and stairs.

(5) Be in the uniform of the day (UOD) unless directed otherwise by an officer or an upper-class cadet in your chain of command.

(6) Do not read the squadron bulletin board within 5 minutes prior to first call for formations or within 5 minutes after dismissal.

(7) Converse with other basic cadets only when in the same cadet room. You may visit other basic cadet rooms in the squadron for official business or as directed by cadets/officers in your chain of command.

(8) Do not use telephones except when authorized by an officer in your chain of command.

(9) Do not rest on a bed prior to taps.

(10) Do not leave the squadron area except for authorized formations or details.

(11) Do not possess or use audio/video equipment.

(12) For security reasons, store all high value items such as watches, rings and cameras.

(13) Keep room in inspection order at all times.

e. Mitchell Hall:

(1) Proceed at attention by the most direct route to or from the assigned table, using basic cadet aisles. Keep eyes straight ahead, square corners, proceed on right side of aisles and give way to upper-class cadets and officers.

(2) Upon arrival at your table, place your cap under the chair in the holder, remove outer garments and neatly place them over the back of your chair. Remain at attention until "Group stand at ease" is given. You may study Contrails while waiting for the group to be called to attention.

(3) Know the menu and the last name and rank of all cadets and officers at your table.

(4) At the command, "Group, take seats," remain standing at attention until given "Take seats" by the table commandant. No further knowledge or current event questions will be asked. Corrections to table duties and table decorum will be made until the end of the meal. The table commandant will ensure that you have the opportunity to eat a full meal.

(5) Obtain the last names of the waiters and waitresses attending the table and use proper titles (Mr, Mrs, Ms, etc.) and last names when addressing them.

(6) Know the proper place setting: plate upright; plate insignia at the 12 o'clock position; beverage glasses at the 12 o'clock position with juice glass to the right; salad bowl adjacent to the upper left of the plate at the 10 o'clock position. Right handed persons will ground their utensils from the 12 o'clock position on their plates to the 3 o'clock position; left handed persons from the 12 o'clock to 9 o'clock position.

(7) The "Loadmaster," the basic cadet opposite the table commandant, puts ice in beverage glasses and assists the "Hot Pilot" and the "Cold Pilot."

(8) The "Cold Pilot," the basic cadet to the left of the "Loadmaster," supplies and serves cold beverages. The first glass will be served to the table commandant or officer(s), if present. All glasses will be filled to within 1/2 inch from the top of the glass. No one will touch the upper 1/3 of each glass. When the "Cold Pilot" is asked to refill the table commandant's glass, he/she will return the glass to the head of the table up the opposite side from where it came.

(9) The "Hot Pilot," the basic cadet to the right of the "Loadmaster," keeps the food supplied at all times and places serving utensils in main course dishes. The "Hot Pilot" obtains second helpings of food from the server and informs the table commandant if no seconds are available by saying, "Sir/Ma'am, the waiter, (waiter's name), has informed me that there will be no more (food/drink) for the remainder of the meal." If seconds are available, the "Hot Pilot" will inform the table commandant by saying, "Sir/Ma'am, the waiter (waiter's name) has informed me that there are seconds of food/drink.

(10) All food will be passed to the table commandant or officer(s), if present, first and then across the table and down, so that basic cadets on the serving end will be the last to be served. As each serving dish is passed, announce "(Name of food), please." If serving dishes are hot, in addition state, "Hot plate, sir/ma'am," whichever is applicable.

(11) Do not begin eating until the last cadet at the table has been served. After asking to make a statement, the "Loadmaster" will say: "Sir/Ma'am, all of the cadets and basic cadets at the table have been served." The table commandant then gives permission to begin eating.

(12) Sit at ease. You may converse with upper-class cadets if addressed concerning current events or topics of military interest. Use good posture, keep feet flat on the floor and forearms and elbows off the table.

(13) Eat normally, concentrating on proper etiquette.

(14) You may clean dropped food from your person without requesting permission.

(15) You will retrieve dropped objects from the floor by asking the table commandant, "Sir/Ma'am, may I retrieve my (dropped object)?" Upon receiving permission, pick up the object and return to eating.

(16) Request second helpings of food by addressing the table commandant in the following manner: "Cadet (name), Sir/Ma'am, do you or anyone else care for another serving of (food)?" Request another glass of drink by addressing the table commandant in the following manner: "Cadet (name), Sir/Ma'am, do you or anyone else care for another glass of (drink)?" After the table commandant gives permission, state, "Please pass the (food)" or "Juice please for Basic Cadet (name)," and pass the glass to the end of the table to be filled. Should you desire salt, pepper, or sugar, you need not ask the table commandant. Instead, say, "Sir/Ma'am, please pass the sugar/salt/pepper," unless it is directly in front of the cadet. When asking

for food or beverages while someone else is using that item, say, "May I have the (food) after you, please Sir/Ma'am?" or, if the desired item is a beverage, say, "May I have another glass of (drink) after you, please Sir/Ma'am?" When passing food or drink for a specific individual, say, "(food/drink) please Sir/Ma'am, for Cadet (name)" or "(food/drink) please Sir/Ma'am, for the table commandant" (if appropriate).

(17) Pass plates to the waiter when finished with the main course. When passing a plate to the end of the table, say, "Plate for the waiter, please." Then ask for dessert in the same manner as for second helpings of the main course.

(18) The first basic cadet to receive dessert takes one bite and fills out the USAFA Form 0-96, Cadet Food Acceptability Report. Ask the table commandant, "Sir/Ma'am, does Cadet (name), or any other lady or gentleman, have any remarks or suggestions for the Form 0-96 at this time?" If a comment has already been made, insert the comment in the "Further remarks or suggestions" block. Comments on the Form 0-96 will be professional. Sign the Form 0-96 in the following manner, "B/C (first name, middle initial, last name)." Date it: day, month (three letter abbreviation), last two numbers of the year. Fill in the squadron block "(letter)-Sq." Pass the Form 0-96 to the table commandant for approval. (Note: The Forms 0-96 will be supplied at each table by Mitchell Hall personnel; the Forms 0-96 will not be carried by basic or fourth class cadets.)

(19) Change your seating position for each meal by rotating clockwise one seat, remembering to leave seats for upper-class cadets at the head of the table, as well as officers, if present. NOTE: The positions of "Loadmaster," "Hot Pilot" and "Cold Pilot" must be occupied at all times.

(20) When spoken to, stop eating, put down any hand-held items, come to the position of attention and look at the person speaking. When feasible, place serving dishes, eating utensils and glasses on the table prior to speaking to the person addressing you.

(21) Stop eating and sit at attention when announcements are made from the Staff Tower during the meal. The table commandant will tell you when to resume eating with the command, "Carry on." There is no need for a "Yes Sir/Ma'am" in response to the "carry on" command.

(22) Rise and come to attention when addressed by a person who is standing and senior in rank.

(23) Rise and come to attention when an officer joins or leaves the table.

(24) Rise immediately and come to attention when the group is dismissed, unless otherwise directed by the table commandant. Place the unfolded napkin to the left of the plate or on the table where the plate was before it was removed. If you have not finished, you may be seated at the direction of an upper-class cadet, who will remain at the table until all basic cadets have finished eating. When commanded by the table commandant to "Post," the basic cadets will excuse themselves from the table by addressing the senior person in a normal tone of voice: "Excuse me, please. Good (morning, afternoon, evening), Sir/Ma'am." A cheer in good taste should accompany dismissal.

f. Jack's Valley:

(1) Be at attention any time outside your tent except when specifically ordered otherwise.

(2) Double time when outside the squadron area. Use the most direct route to and from destinations, keeping to the sides of roads and paths. Do not double time to and from latrines when wearing shower clogs or when in unlighted areas. Do not walk between tents.

(3) Use the buddy system during the hours of darkness outside the squadron area.

(4) Be at ease after entering the serving line until departing the mess tent.

(5) Enter and exit meal tents from the front and rear entrances only. Take your cap off after setting the tray on the table and before sitting. Leave room at your table for at least one upper-class cadet.

(6) When reporting to a table at which an officer or upper-class cadet is seated, ask the highest ranking person "Sir/Ma'am, may I join your table?" No salute is required.

(7) While seated at a table, be at ease but demonstrate excellent posture and table manners. Direct attention toward eating. Converse with upper-class cadets if addressed concerning current events or topics of military interest.

(8) Stand and come to attention when the first upper-class cadet joins the table or when the last upper-class cadet leaves the table. Stand and come to attention anytime an officer joins or leaves the table.

(9) When finished with your meal, ask the highest ranking person at the table, "Sir/Ma'am, may I please be excused?/be excused for seconds?" If no officer or upper-class cadet is present at the table, state, "Excuse me, please," stand up, police the area around your tray, pick up the meal tray and leave. Replace your headgear indoors to facilitate handling meal trays.

(10) Immediately after leaving the meal tent, discard disposable items in trash cans and place eating utensils and trays in the proper containers.

(11) If desired, take second helpings of food when available. However, take only specifically authorized food or drinks back to the tent.

(12) In tents, do not recline on a cot between reveille and taps unless specifically authorized. Sitting on a cot is permitted.

(13) Be at attention everywhere, except in the latrines and meal tents (at ease) and in tents (at rest).

(14) Keep the tent in inspection order at all times.

(15) Be in the UOD except when otherwise directed by proper authority.

(16) Do not visit other basic cadets' tents unless authorized by a cadre member.

(17) The area within the squadron boundary is a non-saluting area.

g. Professional Knowledge: In order to develop a sense of accomplishment and pride in the Air Force and the Academy, you will learn specific professional items verbatim which have carry-over application into later performance as an upper-class cadet and an Air Force officer. These items are taught by element leaders.

7-7. Phase Two--Professional Foundation:

a. General: Phase Two begins with your acceptance into the Cadet Wing in August and lasts until the latter part of spring semester. In this phase, training will transition from the rigorous military schedule of BCT to a more flexible, yet demanding mixture of military, academic and athletic training in the squadron. Standards met and achieved in Phase One will be maintained. You will be expected to demonstrate the discipline and high personal standards developed in BCT, and to budget time and energy as training continues. Specific periods are set aside in the daily schedule for study, personal business and sleep. During this phase, fourth class training emphasis will shift towards more professional knowledge and application training.

b. General Requirements (All Areas). Same as Phase One plus the following:

(1) Address enlisted personnel by their rank, not by Sir or Ma'am. Address civilian personnel by Mr, Mrs, etc.

(2) Demonstrate proper military customs, courtesy and personal appearance. (Reference the Decorum/Protocol Handbook and AFCWR 537-4.)

(3) Display the social behavior and etiquette expected of a cadet and officer. (Reference the Decorum/Protocol Handbook.)

(4) Demonstrate effective time management and attention to detail.

(5) Maintain physical conditioning through a balanced exercise program.

(6) Support USAFA intercollegiate athletic programs by regular attendance at record contests.

(7) You may wear civilian clothes only during Christmas, Thanksgiving and Spring Break periods. However, service dress must be worn when departing from and returning to the Academy. Do not wear civilian clothes at any other time, except when specifically authorized by the Commandant of Cadets.

(8) The correct greeting for answering squadron phones is, "(number) Squadron, Cadet (fourth) Class (last name) speaking; may I help you please?" It is not proper to assume the caller is a male by ending with "Sir."

(9) Use the path around the base of Mitchell Hall and along the base of the wall across from Fairchild Hall only after 7th period class. Be at ease on this path. Salute all officers; greet all upper-class cadets.

c. Cadet Duty Area:

(1) On the terrazzo, be at attention (a normal marching position); proceed at quick time; and on the chapel ramps and on the northeast ramp to Arnold, be at ease.

(2) Escorts are not required. Proceed individually.

(3) Checkpoints. Be prepared to recite the following "Checkpoints" by the morning meal formation:

Date:
OIC: Rank and Surname
SOD: Rank and Surname
Next Air Force Day: (date and significance)
Days until commissioning of the:
First class _____
Menu (main course only)
Breakfast Lunch Dinner

d. Dormitories: Procedures are the same as Phase One except for:

(1) Be at ease in the mail room, laundry/linen room, shoe shop and barber/beauty shop. Greet all officers and upper-class cadets.

(2) Be at rest in the cadet store. Consume purchased food or drink items only in your cadet room.

(3) Be at ease in all squadron common use rooms unless otherwise directed by the squadron commander.

(4) Do not visit the mail room during the first 15 minutes after 4th and 7th period class or within 15 minutes after any mass formations.

(5) Use your squadron stairwell as directed by the cadet chain of command. Do not use the stairwell in the cadet store alcove. EXCEPTION: Fire drills and emergencies.

(6) To alleviate overcrowding and for safety purposes, only fourth class cadets in Squadrons 2, 4, 6 and 8 are allowed to use the command post stairwell from the terrazzo level to their squadron. No fourth class cadet is allowed to proceed to or from the mail room using the command post stairwell. EXCEPTION: Fire drills and emergencies.

(7) Be in the UOD until after the last military duty (LMD) of the day and at any time outside of the room, except when proceeding to the shower. Be in the UOD or another authorized uniform at all times in the dorm room.

(8) Do not report to an upper-class room during academic call to quarters.

(9) Fourth class cadets must be escorted by an upper-class cadet when proceeding through other squadrons.

(10) Do not visit fourth class rooms outside the squadron.

(11) Be at attention under the dormitory buildings.

(12) Your door will be open at all times when an upper-class cadet is in your room.

(13) Do not use telephones except when authorized by an officer or an upper-class cadet in the chain of command.

e. Mitchell Hall Regular Meals:

(1) Know the waiter's name and the rank and last name of everyone at the table.

(2) Be at ease when seated at a table. Exercise proper decorum and respect for superiors. Food service procedures are the same as Phase One. Knowledge or current event questions will not be asked after "Wing take seats." Corrections to table decorum will be made until the end of the meal. The table commandant will ensure you have the opportunity to eat a full meal.

f. Mitchell Hall Buffet Meals:

(1) Proceed to the buffet lines at attention. Be at ease from entering the serving line until leaving the table.

(2) No table will have more than eight fourth class cadets. If no upper-class cadets or officers are ready to sit down, have two seats open at the head of the table. When an upper-class cadet comes to the table, you will immediately stand until told to be seated.

(3) Maintain good posture and proper decorum. Ask for items as follows: "Sir/Ma'am, please pass the _____." Upon receiving the item, say, "Thank you, Sir/Ma'am."

(4) Stand when the last upper-class cadet or senior ranking officer stands to leave the table and wait to be told to sit back down.

(5) Leave the table at attention and proceed through Mitchell Hall at attention. Keep to the right and yield to all upper-class cadets and officers. When getting up to leave the table, say, "Excuse me please, Sir/Ma'am" to the senior person at the table.

(6) Do not sit at rest.

g. Athletic Ramps:

(1) When you arrive at your ramps table, remain at attention until "take seats."

(2) Sit at rest provided an upper-class cadet is seated at your table. Maintain good posture and proper decorum; keeping your feet flat on the floor with forearms and elbows off the table. Return to attention as you rise from the table when dismissed.

(3) Leave the ramps table at attention and proceed through Mitchell Hall at attention. Keep to the right and yield to upper-class cadets and officers.

(4) Rise and come to attention when addressed by an officer or upper-class cadet.

(5) For the evening meal, team ramps will be located in the southwest corner of Mitchell Hall. On-season teams that eat together will eat in this area.

(6) You may be escorted to the evening meal by an upper-class teammate. You may not be escorted after the evening meal.

h. Arnold Hall: Be at rest unless instructed otherwise.

(1) You may use Arnold Hall only during Friday night and the weekend unless you are granted privileges by your squadron commander or you have an official duty or function.

(2) Do not use the pay telephones in Arnold Hall except on Friday night or the weekend.

i. Academic Area (includes Fairchild Hall, the north and south bridges, as well as the terrazzo east of Fairchild Hall):

(1) Proceed to and from the academic area on the terrazzo level only. Use the pedestrian walkway at the base of the "Bring Me Men" ramp only when going to and from the dispensary. Use the northeast stairwell when going between the academic area and the dispensary.

(2) Be at ease outside Fairchild Hall. Be at rest after entering the building. Stay to the right in the halls and greet upper-class cadets and officers.

(3) Do not use the cafeteria or vending machines at any time. Food items bought in the book store will not be eaten in Fairchild Hall.

(4) Do not use stairways on the west side of the building at any time. EXCEPTION: Fire drills and emergencies.

(5) Do not use the pay telephones in Fairchild Hall.

(6) Do not use the library as a social center. It is intended for study only. DO NOT SLEEP IN THE LIBRARY!

(7) Do not leave books, clothing, calculators, etc., in any unsecured area (i.e., Library, stairwells in Fairchild Hall, Mitchell Hall, etc.).

j. Gym and Field House:

(1) Proceed individually. Cross only at designated crosswalks. Be at ease after crossing the South Road and at rest after crossing the North Road. Greet all upper-class cadets; salute and greet all officers. Do not walk through parking lots or along the South Road to avoid having to be at attention.

(2) Use only the gym ramps when going to or from lockers.

k. Professional Knowledge:

(1) Complete the lesson assignments in the Fourth Class Professional Military Training Study Guide by the suspense dates listed.

(2) Study weekly Fourth Class Professional Military Training Study Guide material and be prepared to discuss that week's material by Monday's noon meal formation.

(3) Stay abreast of current events on a daily basis and expect to discuss major articles--limited to articles concerning military or national security issues--from a daily newspaper or news magazine by the noon meal.

(4) You are not required to carry your Contrails after BCT and will not carry your Contrails on your person after Thanksgiving.

7-8. Recognition:

a. General: Recognition is the culmination of Phase Two training. It takes place during a short period toward the end of the spring semester, as determined by the Commandant of Cadets. During this period you will demonstrate your proficiency in the areas covered during Phase One and Phase Two, such as professional military knowledge, drill and class unity. Successful completion of this period means you are ready to move on to the next phase of training. The "prop and wings" awarded at the end of this period signify formal recognition by the upper-class cadets of your efforts and the progress you've made since entering the Academy.

b. Schedule of events/procedures: The schedule of events and specific procedures for Recognition will be published in a separate letter of instruction.

7-9. Phase Three--Wing Transition:

a. General: Phase Three starts after Recognition and lasts until the end of the graduation ceremonies. This period is your transition to third class status. The phase is designed to emphasize those values you should retain as an upper-class cadet and officer. You are expected to maintain the high standards learned prior to Recognition, to apply training received during the year and to assume more responsibility for the administration of your squadron.

b. General Requirements (All Areas):

(1) Be at rest in the cadet area.

(2) Be in ranks by first call.

(3) Do not read the squadron bulletin boards within 5 minutes prior to first call for formation or after dismissal.

(4) Do not visit the mail room during the first 15 minutes after 4th and 7th period classes or within 15 minutes after any mass formations.

(5) Do not use the cafeteria in Fairchild Hall.

(6) Do not use the west stairs in Fairchild Hall EXCEPT during fire drills and emergencies.

(7) Maintain high personal standards of duty, responsibility, attention to detail and teamwork.

(8) Apply proper followership concepts.

(9) Do not date or socialize with upper-class cadets.

c. Professional Knowledge:

(1) Learn third class responsibilities and carry-over skills as specified in the Fourth Class Professional Military Training Study Guide.

(2) Study AFCWRs 537-4 and 537-9 in preparation for inspection OJT training.

(3) Learn the Academy Training Philosophy.

(4) Read and understand Chapters 1, 2 and 3 of the Dash One.

ATTACHMENT 7-1

FOURTH CLASS CADET TRAINING

MATRIX

REQUIREMENT/ACTION	PHASE 1	2	3
1. Cadet Duty Area:			
- Greet all officers, NCOs and upper-class cadets.			
- Be at attention (all areas).	X		
- Be at ease only in mail room, laundry, linen room, shoe shop, chapel ramps and northeast ramp to Arnold Hall.		Y	
- Be at rest (all areas).			X
2. Terrazzo: (not in formation)			
- Double time, stay on marble strips.	X		
- Be at attention, execute proper marching movements when in single file.	X		
- Be at attention, stay on marble strips.	X	X	
- Be at rest.			X
- Use Air Gardens.			Y
3. Formations:			
- Enter from the rear; be at attention.	X	X	
- Be in ranks by first call.	X	X	X
- March to breakfast every day.	X		
4. Dormitories:			
- Be at attention (except in cadet store, barber/ beauty shops, latrines and cadet room).	X	X	1
- March on right side of all halls and stairwells.	X	X	1
- Be in UOD unless directed otherwise.	X	2	2
- Converse with other fourth class cadets only in fourth class cadets' rooms.	X	X	
- Visit other cadets rooms outside your squadron.			X
- Do not use telephones unless authorized.	3	4	

FOOTNOTES:
1. Be at rest.
2. IAW AFCWR 537-4.
3. Only officers in chain of command may authorize during BCT.
4. Officers and upper-class cadets in chain of command may authorize.

REQUIREMENT/ACTION	PHASE		
	1	2	3
- Independent use of telephones, IAW Wing policies.		X	X
- Use of beds permitted, IAW AFCWR 537-9.		X	X
- Remain in squadron area except for authorized formations or details.	X		
- Smoke only in fourth class rooms or where/when specifically authorized.		X	
- Eligible to possess/use audio equipment IAW AFCWR 537-3.		5	X
- Do not read bulletin board within 5 minutes before or after any formation.	X	X	X
- Use the squadron stairwell designated by your chain of command. EXCEPTION: During fire drills and emergencies.		X	
- Do not visit mail room during first 15 minutes after 4th and 7th period classes or any mass formation.	X	X	X
5. Mitchell Hall:			
- Phase One procedures (para 7-6e).			X
- Proceed at attention to table.	X	X	
- Know menu, waiter's name, rank and last names of other table occupants.	X	X	
- Be at attention when seated, exercise proper decorum, food service same as Phase One.	X	X	
6. Arnold Hall:			
- Be at rest unless otherwise directed.		X	X
- Wear appropriate cadet uniforms.	X	X	
7. Academic Area:			
- Access restrictions (para 7-7h).	X	X	
- Be at ease outside Fairchild Hall.	X	X	
- Do not use cafeteria or vending machines.	X	X	6
- Do not use west stairwells. EXCEPTION: During fire drills and emergencies.	X	X	X
- Do not use telephones at any time.	X	X	
8. Gymnasium and Fieldhouse:			
- Be at rest after crossing north road.		X	X
- Use ramps going to or from locker rooms.		X	
- Wear UOD going to and from during periods 1 through 7.	X	X	X

REQUIREMENT/ACTION	PHASE 1	2	3
9. Other:			
- Do not purchase food, candy, or soft drinks.	X		
- Do not use abbreviations, contractions, or acronyms.	X	X	
- Perform squadron duties.	X	X	X
- Perform minute calling.	X	X	X
- Do not wear civilian clothing.	X	8	
- Civilian clothing authorized off-duty.			X
- Do not date or socialize with upper-class cadets.	X	X	X
- Recite memory items (Atch 7-2).	X	X	
- Know Checkpoints by morning meal formation.	X	X	

FOOTNOTES:
5. AOCs may remove this privilege on a case by case basis.
6. Vending machines may used during Phase III.
7. At squadron commander's discretion.
8. Except when specifically authorized by the Commandant of Cadets.

NOTE: Fourth class knowledge for BCT is listed by order of importance. You will be asked to recite the various knowledge requirements throughout each week but are not expected to know the material until the last day in each period.

ATTACHMENT 7-2

Fourth Class Professional Military Training Study Guide

1. This attachment outlines the Fourth Class Professional Military Training Study Guide weekly knowledge requirements and cadet responsibilities pertaining to it. The program emphasizes selected Professional Military Training (PMT) materials and provides important additional information for professional officer development.

2. Fourth Class Professional Military Training Study Guide weekly knowledge requirements are contained on two or three sheets in the Fourth Class Professional Military Training Study Guide book for each week during the year. Fourth class cadets must know and be able to discuss this material. Weekly knowledge is derived from PMT classroom assigned readings and lessons, duty and decorum discussions, Contrails, regulations, etc., and will be listed under the following categories:

a. Professional Awareness/Officership
b. Duty Awareness
c. Decorum Awareness
d. History/Heritage Awareness (Fall Semester)
   Operational Air Force Awareness (Spring Semester)
e. Regulation Review
f. Aircraft of the Week

3. Fourth Class Professional Military Training Study Guide weekly knowledge requirements are the only knowledge cadets are responsible for from week-to-week with the exception of "Checkpoints" and current events. Specific knowledge listed in Attachment 7-2 will be reviewed throughout the year as part of weekly knowledge.

a. Review quizzes may be given covering weekly knowledge requirements for the entire month.

b. Professional Competency Evaluations (PCEs) are given twice in the fall and once in the spring to test comprehension of all weekly material covered up to that time.

4. To ensure a minimum comprehension level of weekly material, the element leader will conduct a weekly Fourth Class Professional Military Training Study Guide review prior to 1700 hrs each Friday (during a time convenient to both the fourth class cadet and the element leader) for the purpose of discussing weekly knowledge. The element leader will determine if a cadet has demonstrated sufficient knowledge of the weekly material through a 10-15 minute discussion. Performance will be documented on the AFCW Form 76, and military extra instruction (or remedial training if applicable) will be scheduled if substandard performance has occurred (see paragraph 2-6a).

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